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AUTHOR Farland, Ronnald; Anderson, Connie
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ABSTRACT

Recent articulation activities between the California community colleges and four-year colleges are summarized, and recommendations for a 1988-89 plan of action for continued improvement are presented. Part I discusses progress made by the Office of the Chancellor of the California Community Colleges in implementing a 1986-87 articulation action plan. Brief descriptive summaries are provided of regional conferences for articulation officers, joint projects with the California State University (CSU), development of a general education transfer curriculum, efforts to implement the California Articulation Number (CAN) Project (an intersegmentally funded, statewide, cross-referenced number system designed to assist students in determining what community college classes can be taken to fulfill course requirements at four-year colleges), 2+2+2 projects (articulated programs of study which include 2 years of high school study, 2 years of community college work, and 2 years at a four-year college), and the formation of the Intersegmental Coordinating Council's Committee on Transfer and Articulation. Part II looks at other statewide activities, including new CSU transfer admission requirements and Project ASSIST, an on-line microcomputer-supported course planning system). Part III presents recommendations for the local community college districts and the Chancellor's Office. Recommendations from the regional articulation conferences and a detailed discussion of the role and responsibilities of an articulation officer are appended. (EJV)

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ARTICULATION WITH FOUR-YEAR COLLEGES

Ronnaid W. Farland and Connie Anderson

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Board of Governors of the
California Community Colleges
January 21-22, 1988

ARTICULATION WITH FOUR-YEAR COLLEGES 4

For Information

Background

This item summarizes recent articulation activities between the community colleges and four-year colleges and includes some recommendations for a plan of action for 1988-89 to continue to improve in this area. It includes an update on the progress made in implementing the Board of Governors 1987-88 articulation plan and describes some additional statewide four-year college articulation activities. It also includes some recommendations for an action plan for 1988-89 for both local districts and the Chancellor's Office. These will be presented for action at the March 3-4 meeting.

Analysis

The transfer of community college students to four-year colleges and universities is a primary function within the mission of the California Community Colleges. The provision of rigorous academic programs, accurate and timely information about transfer, effective student support programs, and close articulation with the four-year institutions is the basis of a strong transfer function.

In recognition of its importance, transfer and articulation with four-year colleges was identified as a Board priority for action in the 1985, 1986, and 1987 Basic Agendas. An agenda item was brought to the Board of Governors in October 1986 which described the progress made in 1985-86 to increase articulation and which outlined a plan for 1986-87.

Staff Presentation: *Ronnald W. Farland*
Acting Vice Chancellor, Academic Affairs

Connie Anderson, Dean
Transfer Education and Articulation

PART I

PROGRESS IN IMPLEMENTING THE 1986-87 ACTION PLAN

In October 1986, the Board approved a number of actions to be undertaken by staff during the 1986-87 academic year. The following is a report on the implementation of these actions.

Regional Conferences for Articulation Officers

In Spring 1987, nine regional conferences for articulation officers, college administrators, and faculty of the community colleges, CSU, UC, and the private colleges and universities were held. The purpose of the conferences was to begin the establishment of regional networks of articulation officers, identify articulation issues and problems that need to be addressed, and develop a model statement of what the role and responsibilities of the campus articulation officers should be. Appendix A of the agenda item describes the issues and recommendations related to articulation in community colleges that emerged during the conferences. Appendix B contains the statement of the Roles and Responsibilities of Articulation Officers that was developed and refined during the conferences.

Joint Projects with CSU

During 1987-88, funds were secured from the State to support the development of joint projects between the California Community Colleges and the California State University. The purpose of Joint Projects is to enable faculty from both systems to identify ways to improve the transition between lower-division preparation at community colleges and upper-division continuation at the campuses of the CSU. On October 21-22, Joint Projects were initiated with a statewide working conference of community college and CSU faculty in English and mathematics. Recommendations from the conference have resulted in funding proposals for joint projects in the following areas: regional projects to articulate content and mastery standards in baccalaureate English and mathematics courses; regional readings and holistic scorings of student essays to further common assessment and placement decisions between CSU and the community colleges; pilot testing of CSU's ELM test and the Mathematics Diagnostic Tests as common assessment instruments between CSU and the community colleges; and development of standards for courses meeting CSU's general education quantitative reasoning requirement.

General Education Transfer Curriculum

During the past year, the Intersegmental Academic Senate formed a drafting committee to develop a general education transfer curriculum. This activity responded to recommendations made last year by the Commission to Review the Master Plan concerning a *common* core *curriculum*. The first draft of a *General Education Transfer Curriculum* has been released by the Intersegmental Academic Senate for segmental review and feedback. It is anticipated that segmental response to the draft will be completed and referred back to the Intersegmental Senate in Spring 1988. As currently drafted, the completion of the General Education Transfer Curriculum prior to transfer would be recognized as satisfying all lower-division general and breadth education requirements of the receiving institutions. Students completing the proposed General Education Transfer Curriculum would not have to complete the specific general education requirements for each UC campus or the CSU system. In turn, the receiving institutions would be assured of the rigor of the general education coursework completed by students in the community colleges.

California Articulation Number (CAN) Project

The California Articulation Number (CAN) Project is an intersegmentally funded statewide, cross-referenced number system designed to assist students in determining which courses at the community colleges can be taken to fulfill certain specific course requirements at the four-year colleges. During 1986-87 the number of campuses participating in the CAN Project increased from 37 to 70 and the number of courses qualified in the CAN System increased from 735 to 1,758.

However, a continued frustration in the implementation of the CAN System is the lack of qualified CAN courses in UC and CSU catalogs. CSU campuses are unable to qualify courses for CAN System without articulation with a UC campus. To alleviate this problem, the University of California has agreed to provide resources at UC Davis and UC Riverside to promote articulation with CSU campuses.

2 + 2 + 2 Projects

The Commission for the Review of the Master Plan for Higher Education and provisions contained within AB 1725 call for the establishment of 2 + 2 + 2 programs. 2 + 2 + 2 programs are articulated programs of study which include 2 years in high school, 2 years in a community college, and 2 years in a four-year college. The purpose of 2 + 2 + 2 programs is to provide continuity in the content of the curriculum and level of preparation as students advance from one institution to another.

The Board's 1988 Budget request includes resources to support the establishment of twenty 2 + 2 + 2 intersegmentally developed projects statewide for a period of three

years. Earlier, the California Postsecondary Education Commission, under the provisions of AB 3639, was asked to study the feasibility of developing 2+2+2 programs. CPEC has recommended to the Legislature the development of the programs and is supporting the Board's budget request.

Intersegmental Coordinating Council's Committee on Transfer and Articulation

Under the new Intersegmental Coordinating Council, the responsibility for coordinating and overseeing intersegmental programs and activities in the area of articulation and transfer will become the responsibility of the Intersegmental Coordinating Council's Committee on Transfer and Articulation. The Committee on Transfer and Articulation was convened in late 1987 and an action agenda is currently being developed. The Intersegmental Coordinating Council has linkages directly to the California Education Round Table and, therefore, unlike its predecessor, the voluntary Articulation Council of California, has the authority to carry forth and implement in the segments recommendations to improve transfer and articulation.

PART II

OTHER STATEWIDE ACTIVITIES

New California State University Transfer Admission Requirements

To ensure the academic preparation of students entering the California State University, new freshman admission requirements are being implemented which require the completion of coursework in English, mathematics, science, foreign language, and visual and performing arts. To ensure that students entering the CSU System from community colleges have a comparable level of preparation, new transfer admission requirements have been developed.

The Chancellor's Office, in consultation with the local community colleges, has been working with CSU Admission's Advisory Council to ensure that the new approved *alternative program* for admission is feasible for community college students in high unit majors to complete prior to transfer. The CSU Admissions Advisory Council has been responsive in providing flexibility within its requirements to accommodate these students.

Project ASSIST

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is an on-line microcomputer-support course planning system for use by California Community College students wishing to transfer to a four-year institution. ASSIST can inform students if the courses they have taken or plan to take will satisfy major and general requirements at the individual four-year institutions. It also conveys current information on the admission process and requirements, special programs, and support services available for students at each institution. ASSIST was originally funded as a pilot project in 1985-86 along with the Transfer Center Project.

The implementation of Project ASSIST has proved to be far more complex than had been originally estimated. It is more than a service for students; it is also an information system and a data base for articulation agreements. Further, the efficacy of the system depends on accuracy of course inventory information and the amount of articulation that is in place between colleges. In recognition of the complexity of the project and its potential to become a statewide articulation data base and a comprehensive course inventory system for public higher education, an Intersegmental Coordinating Committee for Project ASSIST was recently established. This committee includes representation from the segmental offices, including staff responsible for student services, articulation, and information systems, as well as local college representation. The purpose of the committee will be to set policy directions, budget development and implementation priorities for the project. CSU, UC, and the CCC have requested budget augmentations in the 1988-89 Budget to support this expanded activity.

PART III

RECOMMENDATIONS FOR THE LOCAL COMMUNITY COLLEGE DISTRICTS AND THE CHANCELLOR'S OFFICE STAFF

To reinforce the importance of articulation between community colleges and four-year colleges and to further support the progress that has been made to improve articulation, the Board should at its March 3-4, 1988 meeting adopt the following recommendations to the local community college districts and endorse the staff action plan for 1988-89.

Recommendations to Local Districts

Recommendation 1: That the local Board of Trustees endorse articulation with four-year colleges as a priority for action.

Recommendation 2: That local community colleges utilize the Statement on the Roles and Responsibilities of Articulation Officers and the recommendations developed from the Regional Conferences for Articulation Officers to review, evaluate, and improve articulation on their campus.

Recommendation 3: That local community colleges view articulation with four-year colleges as a campus-wide responsibility involving faculty, academic administration, and students services.

Proposed Staff Action Plan for 1988-89

During 1988-89, the Chancellor's Office will undertake the following activities to further improve four-year college articulation.

1. Mechanisms for improving communication with the local colleges such as a newsletter, an advisory task force and the establishment of an electronic bulletin board will be pursued.

2. Pursue the standardization of articulation agreements statewide, in cooperation with UC and CSU.

3. Implement the 2 + 2 + 2 projects if funded.

4. Provide support, in cooperation with the Academic Senate, for the review and refinement of the General Education Transfer Curriculum and other Academic Senate initiatives that promote transfer and articulation.

5. Make efforts, in cooperation with UC and CSU, to utilize Project ASSIST for the development of statewide articulation data base as an intersegmental course inventory file and as an effective advisement tool for transfer students.

6. Promote continued participation of community colleges and campuses of other segments in the CAN (California Articulation Number) System.

7. Coordinate issues of articulation and transfer that need to be addressed within the Chancellor's Office and then referred to the appropriate intersegmental committees and groups including the Intersegmental Coordinating Council.

8. Develop and implement joint projects with CSU.

APPENDIX A

RECOMMENDATIONS FROM THE REGIONAL ARTICULATION CONFERENCES

The effective transfer of students from community colleges to four-year colleges is greatly dependent on the extent of course-to-course articulation that is in place between institutions. Students need to know what coursework to complete at the community college to ensure that they are eligible for admission, academically prepared, and are meeting the baccalaureate requirements of the receiving institution.

Statewide projects such as the CAN System and Project ASSIST and the formalization of the proposed 2 + 2 + 2 projects are also dependent on the existence of faculty-approved, written articulation agreements. It is the job of articulation officers at the community colleges and the four-year colleges to develop and disseminate these vital course articulation agreements between and within the colleges.

In Spring 1987, nine regional conferences were conducted to review and draft a model statement of the role and responsibilities of the campus articulation officer; to surface issues and problems related to articulation; and to begin the establishment of intersegmental regional consortia of articulation officers. The model statement of the Roles and Responsibilities of Articulation Officers is contained in Appendix A.

The following is a summary of the issues and recommendations which consistently emerged during the nine conferences. Although many of the issues that surfaced involved recommendations for the improvement of articulation at UC and CSU, this summary focuses specifically on articulation in the community colleges. Issues related to UC and CSU are currently being referred to the appropriate intersegmental committees for resolution.

1. *Role of the Articulation Officer*

   Despite the importance of articulation and the time consuming nature of the responsibility, most community college articulation officers assume the articulation responsibility in addition to myriad other responsibilities. At the time of the conferences, there were only three full-time articulation officers in the community colleges. There is also a great variance in the level of the personnel assigned to the responsibility and the placement of the responsibility in the colleges.

   The conference participants recommended that each community college should designate at least one full-time professional with the sole responsibility of

supervising and coordinating articulation, and that appropriate support staff and adequate resources be provided to accomplish this function. Although it is recognized that some small colleges may not be able to devote the resources to a full-time staff position, this recommendation was viewed by the conference participants as a high priority. (See Appendix B, pp. 3-4.)

In addition, because of the far-reaching aspects of the articulation process and the significant role it plays in an academic institution, it was recommended that the articulation officer should be designated at an appropriate professional level and report to a significant level position within the institution's administration.

2. *Articulation as a Campus-Wide Responsibility*

Thus far, articulation in the community colleges has been viewed primarily as a paper administrative process between the community colleges and the four-year colleges. Unlike UC and CSU, there has been little involvement of the faculty in the review of curriculum being articulated. In addition, many faculty are unaware of the transfer status of the courses they are teaching and which requirements their courses fulfill at the four-year institutions. (Community colleges have perceived their role more as the receiver of articulation decisions by the four-year institutions rather than the initiators.)

Since the articulation process affects the entire college, the conference participants recommended that each college recognize that articulation is a campus-wide responsibility requiring involvement and commitment from both the administration and faculty. In turn, the campus articulation officer should ensure faculty review and approval of college articulation agreements and should ensure the appropriate dissemination of agreements to counselors and students. (See Appendix B, p. 4.)

In addition, it was recommended that each institution should designate the articulation officer as the primary channel through which articulation flows in and out of the college. It should be the responsibility of the college president to communicate this role to administrators, faculty, and staff on campus. (See Appendix B, p. 4.)

3. *Communication Between the Chancellor's Office and Local Colleges*

It became apparent throughout the regional conferences of the need for better communication and linkages between the local community colleges and the Chancellor's Office. The articulation officers wanted regularized communication about statewide activities that might affect them at the local level and wanted to have a mechanism wherein their concerns and issues could be addressed.

As an example of the role that the Chancellor's Office should play, articulation personnel at CSU requested that community colleges establish a common format for the certification of baccalaureate courses and general education and asked that more community colleges encourage their students to certify their coursework for transfer while they are at the community colleges.

It was recommended by the conference participants, therefore, that the Chancellor's Office should provide leadership in the development of a standardized format for articulation agreements and establish mechanisms for effective communication with the local community colleges.

The conference recommendations outlined above form much of the basis of the Chancellor's Office staff action plan and many of the recommendations to the districts for the improvement of articulation in 1988-89. Those recommendations are outlined in Part III.

APPENDIX B

ROLE AND RESPONSIBILITIES OF AN ARTICULATION OFFICER

In Spring 1987, nine regional conferences for articulation officers, college administrators, and faculty of community colleges, CSU, UC, and the private colleges and universities were held. The purpose of the conferences was to begin the establishment of regional networks of articulation officers, identify articulation issues and problems that need to be addressed, and develop a model statement of what the role and responsibilities of the campus articulation officer should be.

The following is the statement on the role and responsibilities of the campus articulation officer that was developed and refined at the regional conferences. It was developed because of the importance of the function of the campus articulation officer in the transfer of students from community colleges to four year institutions, and because of the lack of guidelines or standards for campus articulation officers to follow in performing their responsibilities.

This statement is designed to serve as a model for local community colleges to assess their articulation function. It is recognized that because of the size of some campuses, some recommendations contained in the statement may not be as easy to implement.

Introduction

The size and diversity of higher education in California accounts for the variety of articulation policies, practices, and procedures existing among the various segments of higher education. California has approximately 246 degree-granting, regionally-accredited postsecondary institutions serving about 1.8 million students. There are 106 public community colleges in California which are organized into 70 community college districts. Approximately 140 four-year colleges and universities are organized into three segments: the California State University (public, 19 campuses); the University of California (public, 9 campuses); and the independent or private schools (about 112).

Although the diversity of higher education in California constitutes a major strength of the system, the differences in requirements from one campus to another often create confusion for prospective transfer students. Each of the two public four-year segments has common minimal admission requirements. However, only the California State University has some commonality of general education requirements. There are no common admission or general education requirements for independent colleges. Often, there is little commonality of course requirements

in preparation for any one of the hundreds of academic majors offered in the state. In addition, there is not a single college-level course in California which has a standardized course number used by all colleges and universities. These factors frequently require that transfer students select both a specific college or university and a major early in their educational career.

To facilitate proper course selection by transfer students, many colleges and universities develop and maintain documents called articulation agreements. Articulation literally means *to express clearly* or *to join together*. Used in the context of California higher education, it refers to the following kinds of articulation agreements: transferable course agreements, general education/breath, major preparation, and course-by-course agreements. Articulation agreements are vital to the transferring student and to the faculty and staff who provide advice to potential transfer students to ensure that adequate preparation results in normal progress toward a baccalaureate degree. The campus articulation officers play an important role in the development and dissemination of articulation agreements.

The following statement outlines what the role and responsibilities of the articulation officer should be, and it contains recommendations for strengthening these positions at the community colleges.

Role of the Articulation Officer

The Articulation Officer:

1. Serves as the liaison between other higher education institutions and the campus faculty and academic units.

2. Serves as a liaison between home campus and segmental offices, as well as other segments and/or campuses regarding articulation and related issues.

3. Serves as a resource person to faculty responsible for curriculum development, in the articulation of courses.

4. Serves as a communication link between faculty and student services units on campus (i.e., counseling, admissions, financial aid offices, etc.).

5. Serves as an ex-officio member and as a resource to relevant campus committees such as: general education/breadth advisory committees; courses/curriculum committees; and catalog committees. The articulation officer is generally a resource member, although at the campus' discretion may be a voting member of certain committees.

6. Promotes participation in cooperative, intersegmental articulation systems and programs such as the California Articulation Number System, Project ASSIST, Transfer Centers, regional and state consortia, etc.

7. Participates in *orientation* for full-time and part-time faculty.

8. Maintains professional relationships with other articulation officers, regionally and statewide.

9. Communicates systemwide, district, and campus policies regarding articulation to appropriate constituencies both on campus and to other institutions.

10. Is an active, involved member of the campus community always seeking ways to improve and facilitate the transfer of students.

Responsibilities of an Articulation Officer

The responsibilities of an Articulation Officer are:

1. To initiate, develop, maintain, and disseminate written, faculty-approved general education/breadth, major preparation, course-by-course, and transferable course articulation agreements with other postsecondary institutions ensuring that appropriate supporting documentation is available.

2. To work with appropriate faculty, departmental chairs, deans, Academic Senate, and other appropriate committees on the campus to facilitate the development of articulation agreements.

3. To keep abreast of proposed curricular changes, to apprise and advise on articulation issues and activities, to provide historical perspective to ensure that appropriate procedures are followed, and to assess the potential impact of curricular changes (particularly at the lower-division level) on other institutions and on students.

4. To facilitate meetings between faculties of institutions to discuss course content and curricular matters.

5. To respond to articulation inquiries and to mediate when discrepancies or disagreements occur.

Recommendations

In recognition of the importance of articulation to the successful movement of students between institutions, it is recommended that:

1. Each institution designate at least one full-time professional with the sole responsibility of supervising and coordinating articulation, and that appropriate support staff and adequate resources be provided to accomplish this function.

2. Because of the far-reaching aspects of the articulation process and the significant role it plays in an academic institution, the officer should be designated at an appropriate professional level and report to a significant level position within the institution's administration.

3. Each institution shall designate, in writing, the articulation officer as the primary channel through which articulation flows in and out of the institution. It is the responsibility of the Chief Executive Officer to communicate this role to administrators, faculty, and staff on campus.

4. Since the articulation process affects the entire campus community, each institution should recognize that articulation is a campus-wide responsibility requiring commitment from both administration and faculty.

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